DOCUMENT RESUME

ED 141 577 CE 011 503

AUTHOR	Murphy, Patricia D.; Priebe, Donald W.
TITLE	A Workshop: The World of the First Year Teacher. Final Report.
INSTITUTION	North Dakota State Univ., Fargo.
SPONS AGENCY	North Dakota State Board for Vocational Education, Bismarck.
BUREAU NO	EPDA-005-74
PUB DATE	May 74
NOTE	33p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Beginning Teachers; Class Management; Inservice Programs; Problems; *Problem Solving; Self Concept; State Programs; Supervisory Activities; Teacher Attitudes; *Teacher Educators; Teacher Supervision; *Vocational Education Teachers; Work Environment; *Workshops

ABSTRACT

Rationale, plans, and results are reported of a State workshop designed to bring all vocational teacher educators together to identify the problems of the first-year teacher, develop strategies to use in helping them, and utilize those strategies in teacher education programs. The problems identified as those of a first-year teacher are listed, the top-ranked five being inability to establish priorities, poor management, idealism versus realism, poor self-concept, and questionable commitment to teaching. Small group work session reports focus on three of the areas (environment, management, and self-concept). Each includes notes on the problem, specific areas of concern, and an action plan (techniques and methods) for helping the teacher. Workshop evaluation design and results are reported along with conclusions and recommendations for similar future workshops. Appendixes contain a bibliography, list of participants (20) and guests (3), a list of courses and materials for first-year teachers, and the workshop evaluation questionnaire. (HD)

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ED141577

FINAL REPORT

A WORKSHOP: THE WORLD OF THE FIRST YEAR TEACHER

Project No. EPDA-005-74

PROJECT DIRECTORS

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U S DEPARTMENT OF HEALTH
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May, 1974

in cooperation with
North Dakota State Board for Vocational Education
Carrol E. Burchinal, Director
900 East Boulevard
Bismarck, North Dakota 58501

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WORKSHOP SPONSOR

This workshop was sponsored by the Agricultural Education and Home Economics Education Departments at North Dakota State University and the North Dakota State Board for Vocational Education. The workshop was funded by the North Dakota State Board for Vocational Education Professional Development Grant EPDA-005-74.

The state priority for this workshop as identified in the North Dakota State Plan for Vocational Education was the need to upgrade the teacher education programs for future vocational education teachers and to provide a means whereby these future teachers can better serve their students.

ACKNOWLEDGEMENTS

The project personnel wish to express their sincere appreciation to Gene Sayler for his assistance with the development of this project. Special appreciation is expressed to our workshop consultant, Joan E. Stoddard. Appreciation is also expressed to Karen Lundstrom for her report on the Teacher Concerns Project of the Home Economics Education Department at North Dakota State University.

Sincere thanks are also expended to the dedicated group of workshop participants. It's ultimately their efforts that will make the workshop worthy of the expended resources.

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Chapter I

INTRODUCTION

Rationale

Historically, there has been a high attrition rate for first year teachers. Over fifty percent of those who receive certification upon graduation are not teaching two years later.[1]

While most young teachers enter the schools with enthusiasm and dedication, many enter teaching without a commitment to the profession; their lack of commitment in combination with disappointment or disillusionment with teaching results in the high drop-out rate.[2] Teachers may leave the profession at the end of their first year because of the conditions of the first position in which they are placed; they may be given a heavier teaching load than experienced teachers, the poorest choice of assignments, and clerical duties and extra classroom assignments. Little help is given to them because experienced teachers are too busy and the supervisory staff may be inadequate.[3] First year teachers encounter a world in teaching for which they do not feel prepared; their expectations of teaching do not match the realities of the first year of teaching.

Teacher educators are concerned about the product of their institutions--the first year teachers. When teachers leave teaching after only one year, the teacher training institution loses a large investment in unused specialized training. The school system, which has provided a place for "on-the-job" training, loses the benefit of the experienced teacher. The person who has just been trained to teach and finds himself unhappy with teaching may also be unhappy with himself. He has wasted time and money in preparation that will not be used.

The North Dakota vocational teacher education programs are located in six higher education institutions. There is no coordinating department of vocational teacher education; each vocational teacher education service area operates relatively independently. This system, while serving a distinct need in making vocational education more available throughout the state, tends to limit communication and program planning among the vocational teacher education service areas.

The vocational teacher institutions have not had funds available for their use in assisting the first year teacher. While feeling a professional and personal concern for first year teachers, the vocational teacher educators have not been able to make a concerted effort to help their first year teachers.

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1. R.N. Bush, "The Formative Years," in The Real World of the Beginning Teacher (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1965), p.7.
2. Kevin Ryan, Don't Smile Until Christmas, (Chicago: The University of Chicago Press, 1970), pp. 164-66.
3. B.O. Smith, Teachers for the Real World (Washington, D.C.: The American Association of Colleges for Teacher Education, 1969), pp. 24-26.

Goals and Objectives

The objectives for the workshop, as stated in the original proposal, were as follows:

A. Long Range Goals
   1. Increase communication among vocational teacher educators in North Dakota.
   2. Increase the professional life expectancy of the graduates of the vocational teacher education institutions.
   3. Develop an improved follow-up system of graduates of vocational teacher education institutions.

B. Project goals
   1. Identify a problem common to teacher educators in all vocational service areas. The problem, identified by a steering committee, centers on the first year teacher.
   2. Plan a workshop to bring all vocational teacher educators together to work on solutions to the identified problem.

C. Project Objectives
   At the conclusion of the workshop, the participants will be able to:
   1. Identify problems of first year teachers.
   2. Cooperatively, with other vocational teacher educators, develop strategies to use in helping first year teachers.
   3. Utilize strategies developed in the workshop in their teacher education programs.

General Plan of Operation

The project involved planning, conducting, and evaluating a two-day workshop held in Fargo, North Dakota, March 21-22, 1974. The workshop program was planned to actively involve the participants in discussion groups to promote the achievement of the objectives for the workshop.

The initial participant involvement was a nominal group process activity in which the participants identified and prioritized the problems of the first year teacher. Following this activity, the participants met in small group sessions where they discussed and developed strategies to use in helping first year teachers.

Chapter II

METHODS AND PROCEDURES

Selection of Participants

This workshop was planned for all vocational teacher educators in the state. The dates of the workshop were identified by the State Board for Vocational Education staff and all vocational teacher educators were informed of the dates of the workshop at the Annual All-Service Vocational Education Conference held in August, 1973.

At the steering committee meeting in December, the vocational teacher educator representatives asked that the vocational state supervisors be invited to participate in this conference.

The prospective participants received a flyer and pre-registration form from the workshop directors. The flyer provided information about the time, location, and focus of the workshop.

The next letter sent from the project directors contained general information on strategies other institutions have used to help their first year teachers, course outlines from three institutions on courses developed specifically for first year teachers, and a bibliography. See Appendix A for a copy of the bibliography on first year teachers.

A list of the workshop participants giving their names, titles, and business addresses is contained in Appendix B.

Planning the Workshop

A steering committee was established to specify the focus of the workshop. The steering committed represented the following: Agricultural Education, Business Education, Counselor Education, Home Economics Education, Trade and Industrial Education and The State Board for Vocational Education. The steering committee meeting was held on December 18, 1973. The steering committee members, their positions, and their respective institutions are identified in Chapter III.

At the steering committee meeting, several alternatives for the focus of the workshop were discussed. The group members decided that the most recent graduates of their programs, the first year teachers, would be the focal point of the workshop. It was recommended that the vocational state supervisors be invited to participate in the workshop.

The project personnel reviewed the literature on the problems of first year teachers and some strategies other institutions have used to help their first year teachers. At that point, three major categories were identified: 1) booklets developed for use in the field, 2) in-service courses, and 3) a combination of the above. It was hoped that the participants would not limit their thinking to these approaches but would use them in planning strategies for vocational education in North Dakota.

See Appendix C for a listing of course and materials develcped for first year teachers. Copies of these materials were given to the vocational education department chairmen for use at the workshop. The materials were to become part of the department's library.

Three group leaders were identified and contacted for their consent to serve as gorup leaders. Each was contacted by phone and a follow-up letter was sent containing the goals of the workshop and outlining their responsibilities at the workshop. They were informed that a consultant had been identified for the workshop and she would work with each group leader as needed.

Conducting the Workshop

The workshop opened with registration and an overview of the workshop at 8:30 Thursday morning, March 21, 1974, at the Biltmore Motor Inn at Fargo. A complete copy of the workshop format is in Chapter III. Carrol E. Burchinal, State Director for Vocational Education welcomed the participants to the workshop and set the stage for the conference.

In general, the workshop format consisted of a general session in which the problems of first year teachers were identified and prioritized. Catagories were formed from the top five ranked items; small groups were formed based upon participant interest area.

Each group worked out plans for activities and strategies to be used in North Dakota to help our first year teachers. Each of the three groups reported on their work to a meeting of all participants at the conclusion of the workshop.

Due to inclement weather on the last day, the workshop agenda was modified. The workshop ended earlier than was planned to allow the workshop participants additional time in which to travel to their home.

Evaluating the Workshop

An evaluation form was used to determine the effectiveness of the workshop after its completion. A summary of the evaluation is in Chapter IV.

Chapter III

WORKSHOP PROCEEDINGS AND GROUP REPORTS

Agenda

Thursday, March 21

8:25	Registration
8:40	Introductions, Overview and Objectives of Workshop
8:55	First Year Teachers: The Problems
10:00	Coffee Break
10:30	First Year Teachers--Small Group Work Sessions
11:30	Teacher Concerns Project--Karen Lundstrom
12:00	Lunch
1:00	Group Work Sessions
3:00	Coffee Break
3:20	Group Work Sessions
4:00	Adjourn

Friday, March 22

8:00	Group Work Session
10:00	Coffee Break
10:20	Group Work Session
10:45	Group Reports
11:30	Lunch
12:30	Evaluation
12:45	Adjourn

Workshop Personnel

Consultant

Joan E. Stoddard, Specialist, Health Occupations Education, State Department of Education, Salem, Oregon

Resource Person

Karen Lundstrom, Instructor, Home Economics Education, North Dakota State University, Fargo, North Dakota

Group Leaders

Dorothy Grovum, Ed.D. Associate Professor, Division of Business and Vocational Education, University of North Dakota, Grand Forks, North Dakota

Lois Schneider, Teacher Educator, Home Economics Education, University of North Dakota, Grand Forks, North Dakota

Odin Stutrud, Director, Trade and Industrial Education, State School of Science, Wahpeton, North Dakota

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Gene Sayler, Coordinator, Professional Development Program, State Board for Vocational Education, Bismarck, North Dakota

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Identification of the Problems of First Year Teacher

The nominal group prccess used in the identification of the problems of first year teachers can be found in Appendix D. Twenty-seven items were generated by the group; these twenty-seven items in rank order are as follows:

1. Inability to establish priorities;
2. Poor management;
3. Idealism versus realism;
4. Poor self-concept;
5. Questionable commitment to teaching;
6.5 Misunderstanding program purposes;
6.5 Inadequate administrative support;
8. Inability to establish realistic learning goals;
9.5 Course of study units too big;
9.5 Lack of teaching resources;
12.5 Lack of administrative support;
12.5 Handling different learning abilities;
12.5 Low local commitment to vocational programs;
12.6 Who to go to for help or if one should;
15. Environment, resources and facilities;
16.5 Lack of state leadership;
16.5 Work much more than teaching;
18. Overpowering vocational requirements;
20.5 No beginners jobs in the teaching profession;
20.5 Acceptance of professional staff;
20.5 Overwhelming;
20.5 Worries of failure;
23. Defining the student/teacher role;
25.5 Adjustment;
25.5 Finding a job too quickly;
25.5 Low administrative commitment to professional activities;
25.5 Finding a place to live;

Group Work Sessions

The five top ranked items identified by the workshop participants were as follows:

1. inability to establish priorities;
2. poor management;
3. idealism versus realism;
4. poor self-concept;
5. questionable commitment to teaching.

These five items were categorized into the two main areas of management (items 1 and 2) and self-concept (items 3, 4, and 5). These two areas were to be the focus of the group work session. Some participants requested that a third area, environment, be added. This request was met.

The participants grouped themselves according to their interest in each of these three areas: management, self-concept, and environment. The group leaders, previously identified, worked with their group members. The remainder of the workshop time was spent in work sessions.

The workshop consultant identified the task of the group sessions and helped each group to move through these tasks during the session. These tasks were to:

1. discuss and clarify the problem area;
2. review existing resources available to support solving problem;
3. identify strategies and approaches for solving problems;
4. develop strategies for solving problems.

The leaders of each group reported on the outcomes of the work sessions. The summary reports of the group sessions follow. See Appendix E for the names of the members of the group sessions.

Group Report--Environment

The focus of this area was on the provision of a better environment for first year teachers. The report is in three sections: the problem area, specific problems and recommended actions.

Problem Area

The teaching environment, including working conditions, into which a first year teacher is placed causes many to leave teaching or to be unable to perform at a successful and satisfying level. The responsibility for improving these conditions rests with the local school officials, state agencies, teacher educators, and professional teacher organizations.

Specific Problems

1. Excessive work load including number of students, courses or classes.
2. Undesirable assignments and very difficult teaching duties are sometime assigned to first year teachers.
3. Facilities and equipment are at times inadequate to the degree that teaching effectiveness is severely limited.
4. Timely and continuing support and encouragement are at times lacking.
5. Inadequate feedback from administrative and supervising personnel. The new teacher is not aware of "how well he is doing".

6. Inadequate communication between beginning and experienced teachers.

7. Additional help is needed in terms of curriculum guides and lists of material resources

Proposed Action Steps

1. Recommend to the North Dakota State Board for Vocational Education that they consider policies on maximum work load for beginning vocational teachers in reimbursable programs.

2. Administrators must recognize that first year teachers are beginners and work assignments should reflect the teacher's capabilities rather than placing them in the least desirable positions. A presentation could be made at the North Dakota School Administrators Conference concerning support of beginning vocational teachers.

3. Recommend to State Board for Vocational Education that they consider policies on minimum standards for facilities, equipment, and teaching materials in reimbursable programs.

4. Recommend that a follow-up program be established to assist and encourage first year teachers. This may include area seminars, visitations, and special interest sessions at local or state conferences. These programs will require additional staff and funding.

5. Administrative and supervisory personnel should make a deliberate and continued effort to provide positive feedback on a regular basis to first year teachers.

6. Recommend that professional teacher organizations accept the supporting and encouraging of first year teachers as part of their responsibility.

7. Recommend that increased emphasis be placed on providing teaching materials and guides. Adequate staffing and funding is required to attain this objective.

Group Report--Management

The focus of this group session was to help first year teachers in management and the setting of priorities. The report is divided into three sections: the problem, areas of concern, and an action plan.

The Problem

Many first year teachers are unaware of the responsibilities of directing the classroom; they blame the administration for not knowing what to do; they do not know where to go when they have a problem, and cannot set priorities.

Areas of Concern

1. Teachers need to know how to set goals. There is a need to utilize management by objectives in pre-service programs.

2. Teachers have to work with administrtors; they should discuss their goals with their administrators to clarify expectations and learn the rules of the game.

3. People lose jobs because of their way of working with people. Communication skills need to be emphasized in pre-service programs.

4. Research is needed on the concerns of first year teachers. The kind of help beginning teachers need must be identified.

5. It would be useful for students preparing to student teach to have a list of competencies that they are expected to exemplify.

6. Teachers could have a calendar with items listed in order of priority.

7. Pre-service programs could include developing an "Annual Plan for Vocational Education" a required in the state plan.

8. Methods classes often include how to teach, they should also include what to teach--setting priorities.

9. Teachers hould know how to make and follow a 5-year long range plan.

10. Teachers could keep a time table to see how they spend their time.

11. Teachers should know proper use, selection, and management of materials.

Action Plan

A team approach is recommended in this workshop for first year teachers and their respective administrators. Provisions for this workshop should be incorporated into the State Plan. Four regions within the state could be identified by locations of clusters of first year teachers. The one-day workshop to be held sometime during the first two weeks of November could be scheduled from 10 a.m. to 3 p.m.

The administrators and first year teachers will identify concerns related to the management of their programs so they can: develop strategies for program improvement, establish priorities for improving programs, and analyze the implementation of career education into the total program.

The participants would represent all schools having first year vocational teachers. Participants will be the first year teachers and an administrator from the school.

The workshop would be sponsored by the State Board for Vocational Education and the Vocational Teacher Education Departments.

A suggested process for the workshop follows and is based on the process of the workshop as identified in Chapter III of this report. The procedure would be:

1. the administrators meet in one group, the first year teachers meet in another group;
2. each of the groups use the nominal group process located in Appendix D to identify and prioritize the problems of first year teachers;
3. the two groups (one composed of administrators and the other of first year teachers) form one large group and share each group's top five prioritized items;
4. make a list of these ten items;
5. as a large group prioritize the ten items, repeating the prioritizing portion of the nominal group process identified in step 2;
6. form five work and discussion groups, one group for each of the top five prioritized items to a) discuss and clarify the problem area, and b) to identify and develop strategies for solving problems.

The administrator and teacher from any one school should not be in the same work and discussion group. The major outcome from this experience would be to open communication channels between administrators and teachers.

The planning this conference might be at a planning day following the Annual All-Service Vocational Conference in August.

A follow-up activity for this proposed workshop might be to communicate the outcomes to teacher educators and ask them to discuss those outcomes with seniors who are entering student teaching.

Group Report--Self Concept

The focus of this session was the identification of ways to strengthen a teacher's self concept. One means is through a more realistic and acceptable manner of meeting the reality of teaching. The report is in three areas: the problem, techniques and methods, and an action plan.

Problem

First year teachers need a vehicle for expressing their concerns and they need someone to help in identifying alternatives in solving them.

Techniques and Methods

1. Extension classes for educational credit offered specifically for first year teachers.

2. Mini-course, composed of self-instructional materials and reading materials on specific topics to be sent to first year teachers upon request.

3. A bibliography of reading materials and sources for a teacher's self improvement provided by the State Board for Vocational Education.

4. Round Robin letter for a group of four or five beginning teachers to exchange ideas.

5. Telelectures or phone conferences between beginning teachers and a leader (experienced teacher or educator from the University or State Board).

6. Buddy System: a beginning teacher and experienced teacher paired up--(this helps to overcome the sense of isolation).

7. New teacher orientation sessions conducted by school administrators throughout the year.

8. Supportive visits and conferences with principal or superintendent throughout the school year.

9. Observing good teachers at work in the classroom.

10. Logs or diaries in which major frustrations and rewards are listed weekly. This might be of psychological help when they can see many rewards despite the frustrations.

Action Plan

The format is planned as a continual growing experience throughout the school year, and incorporates the techniques and methods previously identified. This format is based on three main experiences: a meeting of all first year vocational teachers, the implementation of techniques for specific problems of these teachers, and a follow-up conference.

A suggested time was at the Annual North Dakota Education Association (NDEA) Conference. The major purpose of the meeting would be to identify and categorize the major problem areas of the participating first year teachers.

After the identification and categorizing of the major problem areas, techniques would be implemented to meet the needs of first year teachers. The following are possible categories of need that first year teachers might have. Each major category is followed by possible techniques to use in helping a first year teacher:

a. Preparation (heavy teaching load)---sharing materials with other teachers, writing sessions to develop curriculum materials, listing of resources and and introduction to the ERIC system;

b. Discipline---buddy system, simulation experiences, pupil-teaching planning, and observation of experienced teachers;

c. Disillusionment (professional self-concept)---planned retreat to discuss problems, professional association meetings, round robin letters, dinner meetings, involvement, and an assessment system;

d. Content deficiency---mini-courses, workshops, visits to other schools, and specific references in the content field.

Local administrators would work with the beginning teachers throughout the first year to maintain contact with them. Small groups of first year teachers might work together if their problems are similar.

The follow-up for the year's activities would be a Spring conference for all first year teachers. The purpose of this second conference would be to review the year's activities. First year teachers with specific problems might make plans for additional college course work during the summer.

Chapter IV

EVALUATION

An evaluation device was used at the conclusion of the workshop. The participants were asked to respond to the five items on the evaluation instrument.

The results of the workshop evaluation were very positive. The results of the evaluation follow. A copy of the evaluation instrument can be found in Appendix F.

1. Do you feel that you have a better understanding of the problems of first year teachers now than at the beginning of the in-service?

   YES 15

   COMMENTS: "Discussions helpful"

   "There has been a significant identification of problems."

   "It is always a learning experience to share with others." "Ways of meeting these problems was one of the beneficial aspects of understanding."

   "I realize more than ever that although the problems of first year teachers seem multitudinous in reality, they can be condensed into a very few in number. Many of them are related."

2. How has your attitude changed toward your role in helping first year teachers who have graduated from your program?

COMMENTS: "Continual development of our program to follow first year teachers."

"We have made plans for regional meetings for first year teachers I will improve my work to consider more first year problems."

"Have always been very concerned about beginning teachers; this concern has increased."

"No, the need was felt, but means, money and personnel not available--colleges and university administration give no recognition to this type of cooperation."

"See the importance of dealing with total management in the classroom in senior level to better prepare teacher for their total role."

"Yes, I'm more aware of the importance of providing in-service to first year teachers."

"Yes, significantly."

2. (con't)

"I think a follow-up program should be established to assist and encourage first year teachers on a formal basis."

"All service areas need help in this area not only mine."

"Recognition of need for continuous multi-impact activity during first year."

"In two ways: 1) to assist students in pre-service education to identify beginning teacher problems." 2) to assist these students in developing alternative strategies and to establish priorities.

"Gained a greater appreciation for the problems of a first year teacher and the efforts expended to this end; will have to be redirected to provide for a more realistic solution to most problems of first year teachers."

"That there is a sincere concern on the part of educators to help first year teachers."

"Become focused more on specific ways of helping first year teachers."

"I wish more than ever that more time could be made available for teacher educators to help the beginning teachers."

3. Which activities were beneficial to you?

ALL 5

COMMENTS:

"Discussions in small group sessions and summary reports."

"Interaction with other services--seeing other services have same problems."

"All, especially finding out about problems and activities of others including Oregon programs."

"Report of Karen on research study, and opening channels of communication and identifying alternative strategies possible."

"Discussion groups, brainstorming session."

"Small group dialogues."

"The exchange of ideas between representatives from other disciplines."

"Getting acquainted. Prepare materials to use at teacher workshop."

"The opportunity to work with other service areas through group work assignments. General organization of activities was excellent."

"The interaction session--the use of the nominal group process of problem identification was very beneficial."

"The group sessions were more beneficial because a person learned to know better the participants in his own group."

"Group discussion or work sessions. Some specific suggestions were made rather than just an idea that something should be done."

"Informal discussions which were not on the schedule provided an underlying benefit of better communication among all teacher educators."

4. Which activities were not beneficial to you?

Not applicable 4
NO RESPONSE 11

COMMENTS:

"All helpful."

"I can't think of any."

"A consultant who only led group activities rather than providing some expertise. A lot of money was spent for someone to come and do something that could have been done by someone here."

"Perhaps not such long work sessions necessary."

"Work sessions and discussion groups."

"All activities were needed to carry out the plan of the workshop."

5. Appropriate follow-up activities (example: one-day conference, proposal writing session, etc.) for this workshop would include...

COMMENTS:

"Work sessions implementing some suggestions such as plan the workshop, plan the presentation to be made to the school administrators meeting etc."

"The editing of group summaries and making the results available to all members for use at the various teacher preparation meetings."

"Each participant including at least one item in their program of work for next year related to improvement of programs helping first year teachers to adjust."

"More opportunities for teacher educators to discuss mutual problems. Another one-day conference. A proposal writing session would be useful to develop a system for visiting first year teachers. Would like a follow-up to actually write materials for the first year teacher and to outline and develop a course offering."

"Proposed management group plans for regional conferences for first year teachers local administrators, state department people and teacher educators."

"Distribution of the report, first to us so we will not let up on concern for first year teachers. Then, implementation of each of them or appropriate action steps."

"1. A decision of method of follow-up.
2. Day conference for planning and refining needs.
3. Small group of experienced people in proposal writing to write proposal to fund a project.

"Summation paper to be provided participants and possibly used as input to designated proposal writer."

"Annual Conference for teacher educators of Vocational Education each succeeding year to assess problems in teacher education of vocational educators."

"1. A report of this workshop.
2. Follow-up sessions at state all service-conference
3. Other meetings of this group to complete work started."

"Analyze the recommendations and make a 5-year plan to carry these out. More involvement of State Board staff is needed."

"Specific Action (fall conference)
As appropriate (get in-state plan)
Report
Set up state wide vocational education committee on this issue.
(I would be willing to serve)"

"Administrator-teacher workshop in the fall of 1974."

"Appropriate follow-up activities would be an effort to follow through with those which were outlined in the workshop feedback. Future workshops for the teacher educators. It appeared to be very productive activity."

"A one-day conference to plan several alternate specified activities which the beginning teacher solves his on-the-job teaching problems would be beneficial."

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been drawn by the project personnel as related to the objectives of this project and based upon experience in the development, execution, and evaluation of this project, "A Workshop: The World of the First Year Teacher".

1. Vocational teacher educators and vocational state supervisors were able to identify those problems unique to first year teachers.

2. Vocational teacher educators showed concern about the product of their programs--their first year teachers.

3. The participants were intensely involved in the small group work sessions. It was a valuable experience to work as vocational educators on a problem of common concern to all vocational service areas.

4. Communication was increased among vocational teacher educators in all service areas of vocational education.

5. Communication was increased between vocational teacher educators and staff of the State Board for Vocational Education.

Recommendations

The following recommendations formulated by the project personnel were based upon knowledge gained while assisting in the development, execution, and evaluation of "A Workshop: The World of the First Year Teacher".

1. Inservice education programs for vocational teacher educators should be continued in future years. The focus of these programs might be on problems of common concern to all vocational service areas. When appropriate the vocational state supervisors should be invited participants.

2. Inservice education programs should be conducted on a continuing basis throughout the year for beginning vocational teachers. These programs might be planned in regions within the state, the regions identified by locations of clusters of first year teachers.

   These inservice programs would be a continuing growing process throughout the school year. The participant in addition to the first year teachers, might include an administrator from their school, representatives of the

State Board for Vocational Education staff, and representative vocational teacher educators.

The work with first year teachers needs to occur throughout the school year. A variety of patterns could be used to help the participants identify major problem areas of beginning teachers and develop strategies to use in working to solve these problems.

A final session could be planned in the spring for the group participants. At this conference, the beginning teachers would review the year's activities by sharing some of the techniques and methods they used. First year teachers who felt they needed additional help might plan course work on the college campus during the summer.

3. One day work sessions for vocational teacher educators and vocational state supervisors should be held as a follow-up activity to this workshop on first year teachers. One group of participants might work on writing proposals to obtain funds for implementing recommended activities identified in the group sessions of this workshop. Another group of participants might develop materials or field based graduate courses for beginning vocational teachers. Other participants might prepare a presentation that could be made at the North Dakota School Administrators Conference on the need for administrative support of beginning vocational teachers.

A P P E N D I C E S

Appendix A
BIBLIOGRAPHY

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APPENDIX B

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APPENDIX C

Courses and Materials for First Year Teachers

Courses

1. The Ohio State University, Agricultural Education Department; In-service education program for new teachers.

2. The University of Minnesota, Agricultural Education Department: Current Issues for Beginning Agricultural Teachers.

3. Michigan State University, College of Education; Laboratory and Field Experience in Education for Agricultural Teachers.

Materials

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Combination In-Service and Materials

1. Montgomery County Public Schools (1972). The new teacher orientation program. Department of Staff Development: Rockville, Maryland.

APPENDIX D

NOMINAL GROUP PROCESS

Supplies: One piece regular size paper with heading, "please list as many specific things you can think of that interfere with or are barriers to the effectiveness of new teachers. Five small pieces of paper for each participant.

Process:

1. Individual Silent (Work) Generation of Ideas. Write down on first piece of paper barriers that interfere daily, weekly, etc, with the job. Ten minutes.

2. Leader recap of Silent Period and Introduction of Round Robin.

3. Listing of single problems on board or butcher paper-28 items - no criticism or evaluation.

4. Review list and do necessary interpretation.

5. Participants pick the five items they judge most important. (Number item and write it out completely--one item on each of the 5 small pieces of paper.)

6. Rank item most important #5 and circle.

7. Pick least important item and rank #1--number and circle.

8. Pick most important of the 3 items left and rank #4.

9. Pick least important item out of the 2 items left and Rank #2.

10. Rank the one item left #3--number and circle.

11. Ranking of item is read and recorded on board or chart.

12. Numbers are added together.

13. Items are ranked in priority (greatest numeric total) beginning with 1 through 5.

14. Task forces assigned to work on priorities (problem-solving approach) with provision to report back to the total group.

(NOTE: Nominal group process can also be used to vote on solutions to be tried)

APPENDIX E

MEMBERS OF THREE GROUP SESSIONS

Group Session---Environment

Odin Stutrud, Leader, Day 1
Don Priebe, Leader, Day 2
Myron Bender
Karen Lundstrom
Patricia Murphy

Group Session---Management

Lois Schneider, Leader
Dale Atwood
Luverne Eickhoff
Oswald Hager
Majore Lovering

Group Session---Self-Concept

Dorothy Grovum, Leader, Day 1
Marion Benson, Leader, Day 2
Michael Dyrenfurth
Schubel Owen
Jane Plihal
Sue Reid
James Stinson

NOTE: The title and business address of each participant can be found in Appendix B.

APPENDIX F

WORKSHOP EVALUATION INSTRUMENT

1. Do you feel that you have a better understanding of the problems of the first year teachers now than at the beginning of the in-service?

2. How has your attitude changed toward your role in helping first year teachers who have graduated from your program?

3. Which activities were beneficial to you?

4. Which activities were not beneficial to you?

5. Appropriate follow-up activities (example: one-day conference, proposal writing session, etc.) for this workshop would include...